



# **Factors Responsible for Foreign Language Speaking Anxiety among English Department Students in Public Universities of Bangladesh: A Pragmatic Study**

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DOI: <https://doi.org/10.55248/gengpi.4.823.50608>

## **ABSTRACT**

Anxiety has been proven to interfere with various form of learning, but it is referred to as “second/foreign language anxiety when it is connected with learning a second or foreign language (Hashemi, 2011). Most of the students with speaking anxiety face speaking difficulties and oral activities lead them to become anxious (Samad, Ali, and Khan, 2021). This paper makes a study to explore the factors which are responsible for creating English department students’ foreign language speaking anxiety in public universities of Bangladesh. This paper also tries to explore the effects of foreign language speaking anxiety which will be helpful to find out some possible solution to minimize foreign language speaking anxiety. Adopting a mixed method approach, this study has analyzed both quantitative data of students’ feedback questionnaire and qualitative data of students’ interview. 100 students from five public universities have participated in the questionnaire survey and 5 students have participated in the interview session. The result of the findings has been analyzed and some suggestions have been given on the basis of the result.

**Keywords:** Anxiety, Foreign language speaking anxiety, internal factors, external factors.

## **1. Introduction**

Anxiety is a regular occurrence during a speaking performance among foreign language learners of English, even those pursuing an English major (Rachmawati & Jurianto, 2020). Students of English language report a sense of worry, anxiety or tension when studying English, and say that they have a ‘mental barrier’ from studying English (Tanveer, 2007). Tanveer (2007) also states that, this difficulty arises amongst EFL or ESL students from the very beginning and high accomplished students who talk both inside and outside the classroom also face anxiety. Rani (2020) states that, as Bangladesh is a monolingual country, learners’ fondness to mother tongue refrains them from speaking in English. Rani (2020) also adds that, less exposure and other factors create anxiety and less confidence among foreign language learners results in poor speaking skill in Bangladesh. In Bangladesh, learners with English speaking anxiety struggle a lot when they are asked to speak because majority of the time no systematic measures are made to alleviate anxiousness. (Mobarak, 2020) and Dornyei (2008) states that, nobody can disagree that anxiety impacts L2 performance. Yan and Horwitz cited in Mobarak (2020) states that, students with anxiety may be unable to participate in spoken activities because anxiousness prevents them from performing well, on the other hand, relaxed students will do better as they are not affected by language anxiety (Woodrow cited in Mobarak, 2020, p.33). Foreign language learning anxiety can hamper learners’ learning process and also success level (Mobarak, 2020). English is a medium of instruction in Bangladeshi educational institutions and anxiety creates a foreign language learning hindrance among Bangladeshi students (Mobarak, 2020). In Bangladeshi context it is an urgent need to explore the factors which are responsible for foreign language learning anxiety in order to find out some solution to minimize students’ foreign language learning anxiety level.

## **2. Problem Statement**

As most Bangladeshi students have anxiousness when they speak English (Mobarak, 2020), the factors which are responsible for foreign language speaking anxiety are needed to be explored. Mobarak (2020) also states that, students at universities have anxiety about speaking that they do not want to display. Universities which are private tend to do better in offering and learning speaking skill than universities which are public (Farooqui, 2008: Rahman, 1999 cited in Aktar, 2011, p.2). There is hardly any study which focuses on exploring the factors responsible for English department students’ foreign language speaking anxiety in public universities of Bangladesh. As a result, this study focuses on exploring the factors responsible for English department students’ foreign language speaking anxiety in public universities of Bangladesh.

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### 3. Research Question

The research question of this study is:

1. What are the factors that responsible for English department students' foreign language speaking anxiety in public universities of Bangladesh?

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### 4. Research Objective

#### General Objective (GO):

The general objective of this study is to explore the factors which are responsible for English Department students' foreign language speaking anxiety in public universities of Bangladesh.

#### Specific Objectives (SOs):

The specific objectives of this study are:

- To identify the factors creating foreign language speaking anxiety among English department students in public universities of Bangladesh.
- To identify the effects of foreign language anxiety on English department students' speaking performance in public universities of Bangladesh.
- To explore the internal factors which are responsible for foreign language speaking anxiety among English department students in public universities of Bangladesh.
- To explore the external factors which are responsible for foreign language speaking anxiety among English department students in public universities of Bangladesh.

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### 5. Review of Literature

#### 5.1 Operational Definitions

Horwitz defines cited in Choi, Sheo and Kang (2020), foreign language anxiety (FLA) is a separate set of self-concepts, convictions, sentiments and actions associated to learning a language in classroom which arise from distinctive process of language learning (p.1117). Language anxiety according to this definition, is a distinct condition influenced by a particular aspects of learning language and usage of language in classroom (Ali & Khan, 2021). MacIntyre and Gardner cited in Nimat (2013) states that, foreign language anxiety (FLCA) can be regarded as a situational anxiety which is experienced in the foreign language classroom situation. Horwitz et al.'s (1986) theory of foreign language anxiety offers researchers a questionnaire to measure the degree anxiety in the foreign language classroom which is called foreign language classroom anxiety scale (Sadighi & Dastpak, 2017). Speaking anxiety is one of the negative emotions which distract learners' learning effort of English and the students who experience failure while speaking become silent rather than taking the risk of speaking (Fauzi, Putri and Rahman, 2021).

#### 5.2 Educational System in Bangladesh

According to Education System Bangladesh cited in Osmany (2017) states that Education Ministry and Primary and Mass Education Ministry are in charge of overseeing and administering Bangladesh's educational system. The education system of Bangladesh consists of three levels: elementary, secondary, higher (Education System Bangladesh cited in Osmany, 2017, p.13). After completing the schooling which includes primary and secondary education, students of Bangladesh are required to complete tertiary level education in universities (Joher, 2018). According to UGC: 2021, there are 49 public and 107 private universities in Bangladesh.

##### 5.2.1 Higher Education in Public Universities of Bangladesh:

According to Islam cited in Joher (2018) states that, during the British era the concept of higher studies began with the establishment of University of Dhaka in 1921 (p.8). Islam also informs cited in Joher (2018) that between 1953- 1970, there were more 5 universities established in Bangladesh and they were all public universities (p.8). Public universities were meant to offer the students with a high-quality higher education (Aktar, 2011). Since last couple of years, concern for quality education has increased in universities, both public and private in Bangladesh (Islam & Himel cited in Ullah, 2020, p.546). The number of public universities has increased greatly and majority of students pursuing higher education choose to attend public universities (Ahmmed, 2013). Aktar (2011) states that, students must apply for admission to universities which are public by taking a written and viva examination and as a result, only the most deserving candidates are admitted. Government funding universities which are public can provide worthy but financially challenged learners with the opportunity to receive high-quality education (Azim cited in Aktar, 2011, p.12). Because of geographical realities, corruption and a small political game, and a lack of UGC influence over top universities (public and private), the tertiary education cannot be considered as standard

enough compared to developed countries (Hossain cited in Ullah, 2020). Sarker states cited in Ullah (2020) that, there are some impediments to high-quality education in Bangladesh's public institutions and they can be lack of contemporary teaching facilities, libraries, required books and periodicals, research work and lab equipment (p.546).

### **5.3 Foreign Language Anxiety:**

Anxiety regarding second/ foreign language is a kind of anxiety which is connected with learning a second/ foreign language (Hashemi, 2011). Foreign language anxiety can be characterized as individual experience of apprehension, fear, uneasiness, and anxiety connected with nerve system which works automatically (McIntyre & Gardner cited in Hashemi, 2011, p.1812). Anxiety while learning a foreign language is often related to situation-specific anxiety because this is a specific condition that causes learners to feel uncomfortable (Kayaoglu & Saglamel, 2013). Anggraeny et. al. (2020) states that, language anxiety is regarded as a barrier which creates an obstacle for learners to achieve a high degree of competency in learning a foreign language. Anxiousness about learning a language can be regarded as psychology related issue which derives from learners' personality (Schwartz, cited in Hashemi, 2011, p.1812) for instance, his or her autonomy, belief about other mates or instructors or conversational partner, settings for linguistic contact in target language, learners' perception about learning a second or foreign language (Hashemi, 2011).

#### **5.3.1 Foreign Language Speaking Anxiety in Bangladesh Context:**

English is an obligatory subject in the schools and colleges of Bangladesh although most of the students are not sufficiently fluent in English, particularly in oral communication (Mobarak, 2020). Most of the students cannot speak fluently even after 13-15 years obligatory learning of English (Alam; Jahan; Farooqui, cited in Aktar, 2011, p.2). Listening, speaking and pronunciation abilities in Bangladesh are termed as 'Marginal English abilities' because they are ignored and underestimated Bangladesh's education system (Osmany, 2017). Students often give less emphasis on speaking skill because of non-allocation of marks on speaking skill (Rani, 2020). Bangladeshi SSC and HSC students do not practice English speaking in classroom (Chowdhury & Shaila, 2011). As a result, when the students get admitted in English department at university level, they feel reluctant to use English language in the classroom (Rani, 2020). Majority of learners who try to speak English are like looking at the black ghost (Moabarak, 2020). It can be said that students of Bangladesh also feel anxious while speaking in English.

### **5.4 Factors Responsible for Foreign Language Speaking Anxiety:**

Majority of the students feel anxious while communication as speaking is a reason for anxiety in foreign language education (Sadighi & Dastpak, 2017). Foreign language speaking anxiety originates from three factors according to Horwitz et al. (1986) cited in Rachmawati and Jurianto (2020) who introduced the foreign language anxiousness and the factors are fear of communicating with others, fear of unfavorable assessment and exam apprehension (p.25). Fear of communicating with others is a kind of timidity characterized by nervousness or anxiousness about communication (Horwitz et al. cited in Mobarak, 2020, p.34). Fear of being insulted before the instructors and other mates is related to fear of unfavorable assessment (Mobarak, 2020). Exam apprehension is described as a sort of anxiousness over performance arising from nervousness of failing in exam (Gordon & Sarason cited in Mobarak, 2020, p.34). These factors of anxiousness affect students' self-belief (Rachmawati & Jurianto, 2020). Yang identified six sources cited in Sadighi and Dastpak (2017) and they are- anxiety of personal and interpersonal relationship, relationship between the instructors and the learners, instructors' belief about learning a language, learners' belief in learning, classroom techniques and testing (p.112). Foreign language anxiety may be categorized into four sections: learners related factors (Bailey, cited in Trang et al., 2013, p.98), teachers' factors (Aida cited in Trang et al., 2013, p.98), language testing (Horwitz et al. cited in Trang et al., 2013, p.98), classroom characteristics or instructional practices (Kim cited in Trang et al., 2013, p.98). Trang et al. (2013) also describes that, anxiousness about learning a foreign language may be categorized into four groups: factors linked to the students, factors linked to the instructors, EFL learning's nature, and extrinsic variables.

#### **5.4.1 Internal Factors Responsible for Foreign Language Speaking Anxiety:**

Since learning a language threatens learners' self-perception, they might adopt specific ideas regarding learning a language and its application (Tanveer, 2007). Anxiousness about learning a language shows that specific perception of learning language might lead to learners' nervousness and depression in class (Horwitz et al. cited in Tanveer, 2007, p.15). Characteristics of a language learners can create foreign language learning anxiety that includes lack of understanding, low self-perception about the level of anxiousness, the ability to compete, concept of being perfect, sense of self-consciousness, oral communication tasks, presence of a proficient speaker, learners' perceptions about learning a language, less interest in participating in group work, fear of poor assessment and bad experience in classroom (Nimat, 2013).

#### **5.4.2 External Factors Responsible for Foreign Language Speaking Anxiety:**

Classroom practice as well as instructional method which put students before the class is an anxiety creating factor (Ali & Khan, 2021). Uncongenial environment is one of the obstacles for conversing in English within and outside the classroom (Rani, 2020). Crowded large classrooms are also responsible for speaking anxiety in the tertiary level classroom (Rani, 2020). English language classroom requires limited number of students (Sinha cited in Rani, 2020, p.8986) but Bangladeshi classes are overloaded and contain up to 200 students (Siddique cited in Rani, 2020, p.8986).

### **5.5 Effects of Foreign Language Speaking Anxiety:**

Anxiousness about foreign language effects on learning a foreign language (Trang et al., 2013). McIntyre examined cited in Kayaoglu and Saglanel (2013) anxiety about learning a language has four types of impact: academical impact, impact on cognition, social impact, and individual impact (p.144). There is a negative connection between anxiousness and success level which has been found at different level of teaching (Trang et al., 2013). Anxiety over foreign languages as an emotional component may adversely influence the pleasure of students and may create discouragement among students, which may damage their enthusiasm in studying a foreign language (Tran & Baldauf cited in Trang et al., 2013, p.100).

### **5.6 Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety:**

The theory of Horwitz, Horwitz and cope's about learning a foreign language is widely utilized in language anxiety research (Trang, 2013). Before this was introduced researchers were unable to show clear association between anxiousness and proficiency in a foreign language (Trang, 2012). Horwitz et al. characterized anxiety regarding learning a foreign language as a unique complex feeling of self-observation, values, feeling, behavior connected to learning a language in classroom setting which originates from a distinct process of language learning (Horwitz et al. cited in Trang, 2013, p.97). Horwitz, Horwitz and Cope indicated anxiety which relates to learning a foreign language is a particular type of anxiety not just a general classroom anxiety (Trang, 2012). According to Horwitz et al. cited in Trang (2012) states that, there is no other field of research which entails self-perception and individuality in learning a foreign language which distinguishes foreign language learning anxiety from other academic anxieties (p.70). It can be happened learners with general kind of anxiousness can face foreign language anxiety as well as learners with good command on other subjects can also be disappointed while learning a foreign language which indicates that process of learning a language is distinctive which create anxiety among learners (Horwitz et al. cited in Trang, 2012, p.70). Horwitz et al. cited in Aida (1994) integrated three sources of anxiety related to learning a foreign language and they are fear of communicating with others, exam apprehension and fear of poor assessment (p.156). Fear of communicating with others indicates to a type of anxiety, nervousness which arise while communicating with people; fear of poor assessment is students' nervousness about negatively assessed by peers and instructors and exam apprehension is a phobia of failing while facing an exam (Mobarak, 2020). Horwitz et al. introduced cited in Trang (2012) 'Foreign Language Classroom Anxiety Scale' as a tool for measuring anxiety level by a poor performance and a comparison with other people and this scale contains of 33 items in order to measure fear of communicating with others, exam apprehension, fear of poor assessment (p.71). This scale contains a 5-point Likert scale from 33 to 165 with lower scale show a greater degree of anxiety; 24 items are positive and 9 items are negative (Horwitz et al cited in Trang, 2012, p.71).

#### **5.6.1 Theoretical Framework:**

Horwitz et al. cited in Tran (2012) states that, theory of foreign language anxiety defined FLA as a different complex of self-observations, convictions, feelings as well as attitudes associated to language learning in the classroom setting via a distinct process of language learning and they (2012) also characterized FLA as a situation-specific anxiousness and not as typical class anxiousness related to learning a foreign language (p.71). In order to measure the level of anxiousness among foreign language learners they also devised "Foreign Language Classroom Anxiety Scale (FLCAS) which has 33 items on a five-point Likert scale range from 1 (strongly agree) to 5 (strongly disagree) and this scale was developed to evaluate students' fear of communication, fear of being poorly evaluated and fear of participating in exam. (Tran, 2012). The present study will use the theory of Horwitz et al.'s (1986) and FLCAS in order to figure out the answers of central research questions. As the aim of this study is to find out the factors which are responsible for foreign language speaking anxiety, Horwitz et al.'s theory of foreign language anxiety helps to find out possible factors which are responsible for foreign language speaking anxiety. "Foreign Language Classroom Anxiety Scale" (FLCAS) will used to develop students' questionnaire. The questionnaire will be focused on finding the factors which are responsible for foreign language speaking anxiety.

## **6. Research Methodology**

### **6.1 Design:**

The focus of this study is to find out the factors which are responsible for English department students' foreign language speaking anxiety. This study followed a mix method approach linking both qualitative and quantitative data collection process. Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986) was used in order to collect quantitative data from five public universities. Qualitative data collection process was completed by taking student's interview. This study was conducted keeping Horwitz et al.'s theory of foreign language anxiety in mind.

### **6.2 Sample:**

This study focused on English department of public university where English spoken course was offered, so randomly selected universities might not have English department as well as English spoken course. Considering this factor, convenient sampling method was followed in order to select 5 (five) public universities in Bangladesh. Students of public universities in Bangladesh were the population of this study. 3 public universities under Dhaka division and 2 public universities under Chittagong division was chosen to collect data. Students' questionnaire survey was conducted during the class by taking the teacher's permission through mail. Students' interview was taken outside classroom.

### 6.3 Participants:

One hundred students (100) from the selected public universities participated in the students' feedback questionnaire which contains twelve (12) questions. Five (5) Students' interview was taken using open ended interview questions for students. The data was collected from Dhaka University, Jahangirnagar University, Jagannath University, Chittagong University, Comilla University.

### 6.4 Instruments:

This study used two instruments in order to collect data which were-questionnaire for students (Appendix- A) and open-ended questions for students' interview (Appendix-B). In Appendix-A, questionnaire contains 12 items which were developed based on Foreign Language Classroom Anxiety Scale by Horwitz et al. (1986) in order to find out the factors which are responsible for foreign language speaking anxiety. According Pae and Misieng (2016) states that, Foreign Language Classroom Anxiety Scale was hypothesized to include three domains: fear of communication, fear of poor assessment and exam apprehension. In Appendix-A, questions (1-4) are based on communication apprehension; questions (5-8) are based on fear of negative evaluation and (9-12) are based on test anxiety. These 12 questions were connected to specific objective-1. Questionnaire for students was printed and then photocopies was done according to the number of students.

In Appendix-B, there were six open ended interview questions for students. Question-1 to 4 were connected to specific objective 2. Question 5 was connected to specific objective-3. Question 6 was connected to specific objective 4.

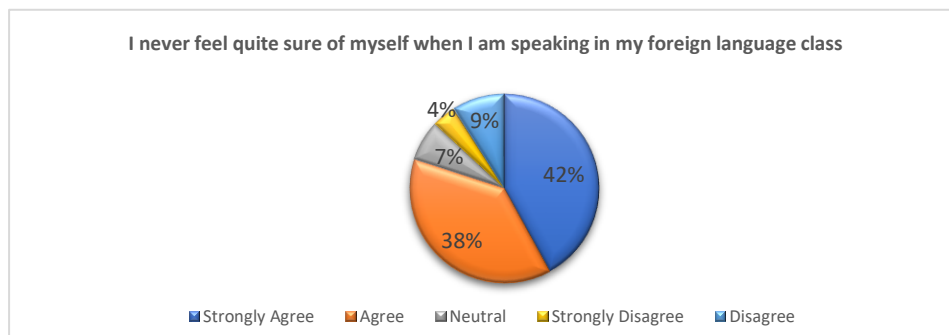
### 6.5 Procedure:

Data was collected through questionnaire for students. personal link and letter by supervisor were used to get permission from the chairperson of English department in order to collect data by questionnaire. Data which was collected from students' questionnaire survey was counted into percentage. Data collected from students' interview was analyzed in descriptive manner.

## 7. Data Analysis and Findings

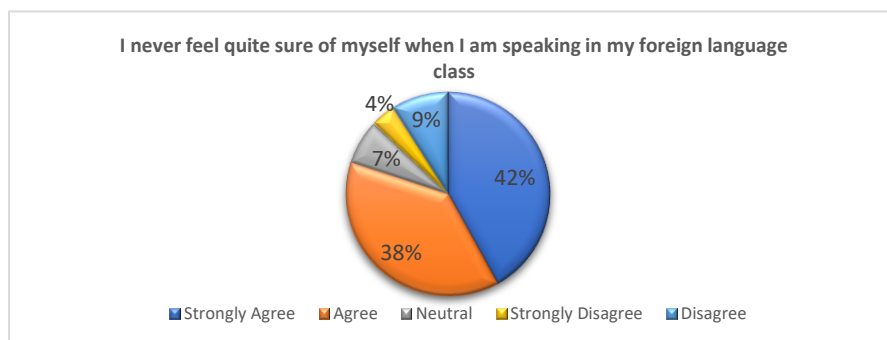
### 7.1 Data Analysis from students' feedback questionnaire:

Figure- 1



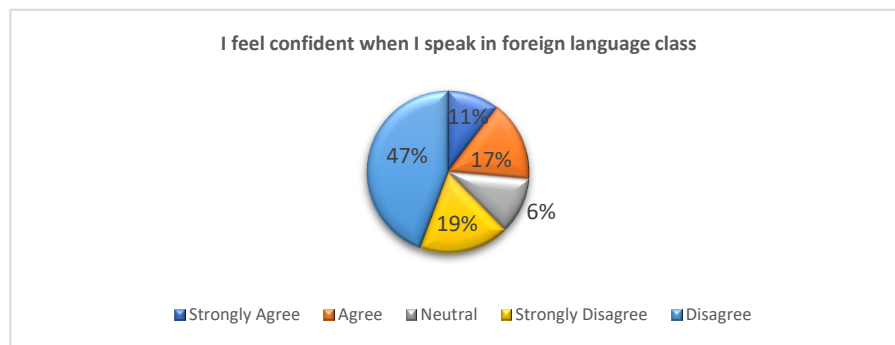
In response to the question-1 (Appendix-A), the survey shows among 100, 42% students strongly agreed and 38% students agreed that they never feel sure of themselves when they speak in foreign language class. 4% strongly disagreed and 9% disagreed to others. Only 7% students remained undecided (neutral).

Figure-2



In response to the question-2 (Appendix-A), the survey shows among 100, 53% students strongly agreed and 25% students agreed that they start to panic when they have to speak without preparation in language class. 2% strongly disagreed and 8% disagreed to others. Only 12% students remained undecided (neutral).

**Figure-3**



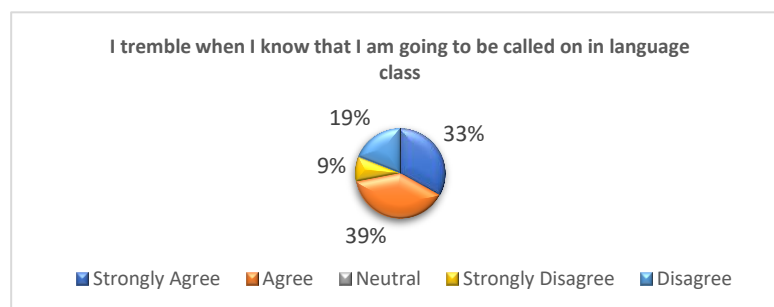
In response to the question-3 (Appendix-A), the survey shows among 100, 11% students strongly agreed and 17% students agreed that they feel confident when they speak in foreign language class. 19% strongly disagreed and 47% disagreed to others. Only 6% students remained undecided (neutral).

**Figure-4**



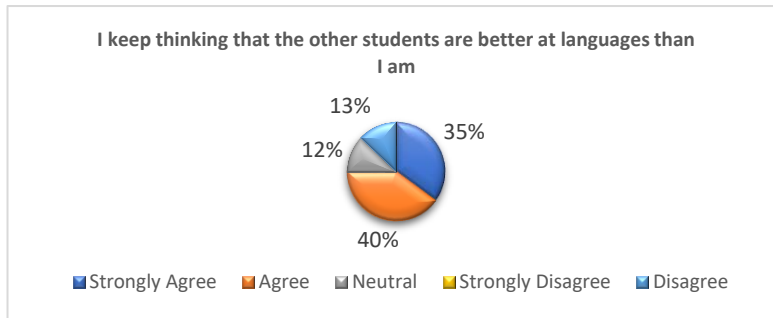
In response to the question-4 (Appendix-A), the survey shows among 100, 34% students strongly agreed and 51% students agreed that they get nervous when they do not understand every word language teacher says in foreign language class. 6% strongly disagreed and 9% disagreed to others.

**Figure-5**



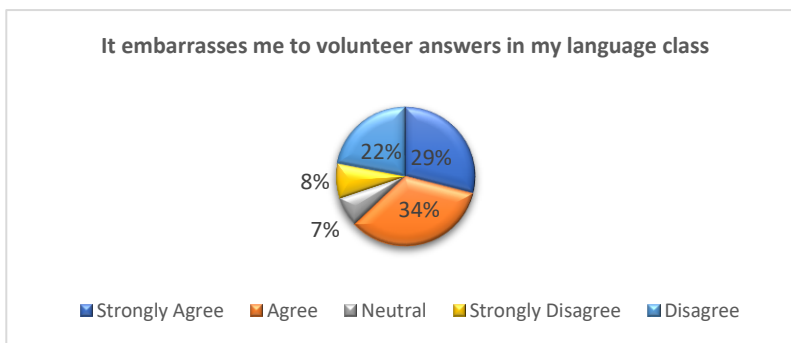
In response to the question-5 (Appendix-A), the survey shows among 100, 33% students strongly agreed and 39% students agreed that they tremble when they know that they are going to be called on in language class. 9% strongly disagreed and 19% disagreed to others.

Figure-6



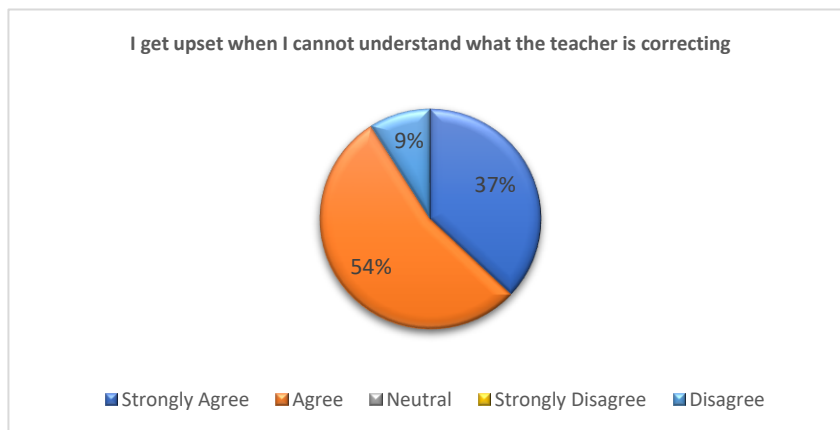
In response to the question-6 (Appendix-A), the survey shows among 100, 35% students strongly agreed and 40% students agreed that they keep thinking that the other students are better at languages than them. Only 13% disagreed to others. Only 12% students remained undecided (neutral).

Figure-7

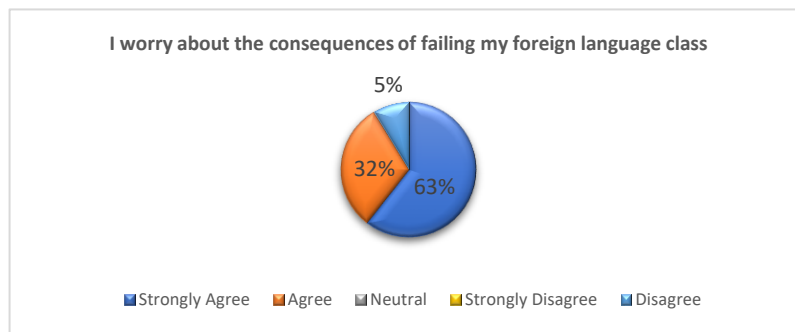


In response to the question-7 (Appendix-A), the survey shows among 100, 29% students strongly agreed and 34% students agreed that they feel embarrassed to volunteer answers in language class. 8% strongly disagreed and 22% disagreed to others. Only 7% students remained undecided (neutral).

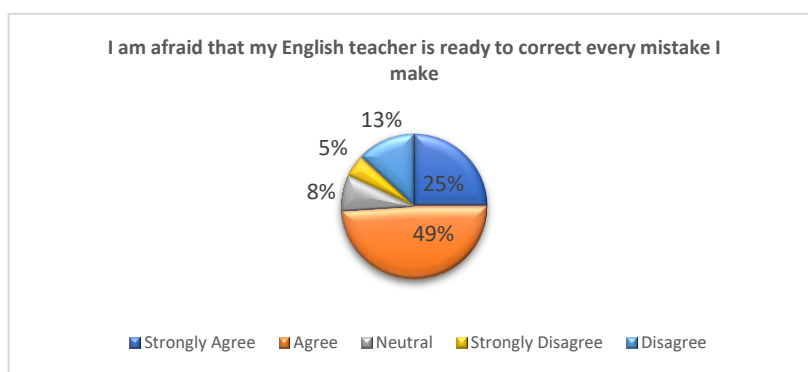
Figure-8



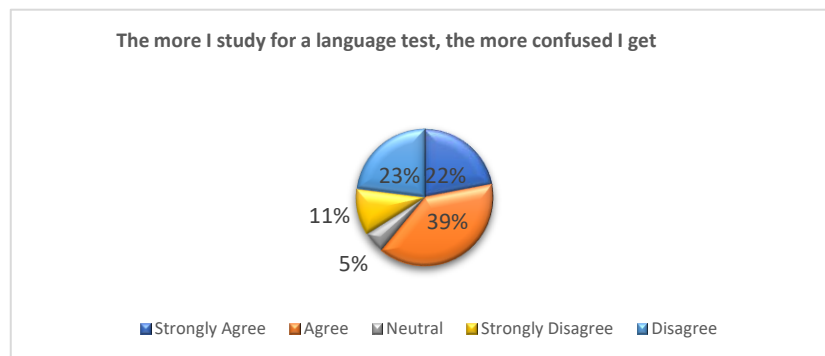
In response to the question-8 (Appendix-A), the survey shows among 100, 37% students strongly agreed and 54% students agreed that they get upset when they cannot understand what the teacher is correcting. Only 9% students disagreed to others.

**Figure-9**

In response to the question-9 (Appendix-A), the survey shows among 100, 63% students strongly agreed and 32% students agreed that they worry about the consequences of failing in foreign language class. Only 5% students disagreed to others.

**Figure-10**

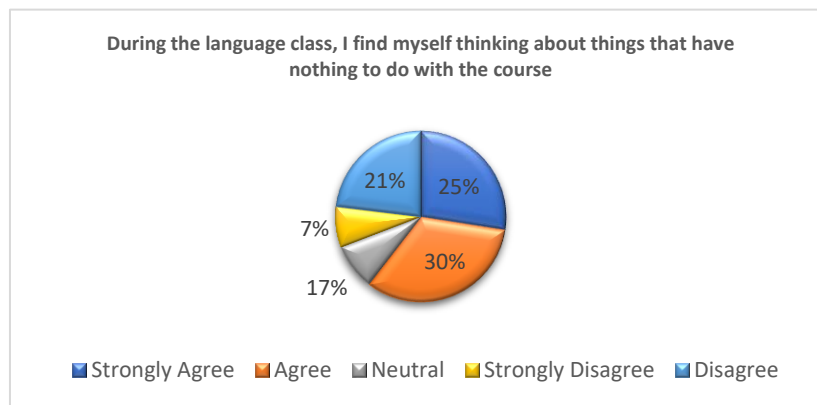
In response to the question-10 (Appendix-A), the survey shows among 100, 25% students strongly agreed and 49% students agreed that they are afraid that their English teacher is ready to correct every mistake they make. 5% strongly disagreed and 13% disagreed to others. Only 8% students remained undecided (neutral).

**Figure-11**

In response to the question-11 (Appendix-A), the survey shows among 100, 22% students strongly agreed and 39% students agreed that the more they study for a language test, the more confused they get. 11% strongly disagreed and 23% disagreed to others. Only 5% students remained undecided (neutral).



Figure-12



In response to the question-12 (Appendix-A), the survey shows among 100, 25% students strongly agreed and 30% students agreed that during the language class, they find themselves thinking about things that have nothing to do with the course. 7% strongly disagreed and 21% disagreed to others. Only 17% students remained undecided (neutral).

### 7.2 Data Analysis from students' interview:

- In response to the question-1, (Appendix-B), all of the participants answered 'Yes' and said that anxiousness hampered their concentration while speaking in English in the classroom. Three (3) students said that anxiety made them less confidence while speaking in English which hampered their concentration to deliver speech properly. Two (2) students said that anxiety made them nervous and stressed as a result, they could not keep concentration while speaking in English in the classroom. One (1) of them said that, anxiety increased his heart beat while speaking in English and he began to stammer, started to forget information he wanted to deliver. Two (2) of them added that they forgot appropriate word to express their thought while becoming anxious. Two (2) participants said that anxiety made them blank while speaking in English and they could not make any eye contact with audience.
- In response to the question-2, (Appendix-B), all of the participants answered 'Yes' and said that they got anxious when they are called upon to speak without preparation in language class. Two (2) students said that English is not their mother tongue and if teacher called her to speak without preparation, they got so nervous, anxious because they needed some preparation before speaking anything in English. One (1) student voiced that he could not utter a single sentence if he suddenly called upon to speak in language class because of anxiousness. Two (2) students added that they got anxious if teacher asked them to speak without preparation because they could not express their ideas without taking any preparation. They could not find appropriate words or sentences to express their ideas instantly. All the participants said that speaking in front of class without any preparation made them so embarrassed. They thought they would not generate their ideas using appropriate words.
- In response to the question-3, (Appendix-B), all of the participants answered 'Yes' and said that fear of making mistakes affected their oral performance. Three (3) students said that while speaking in English they always concerned about making grammatical mistakes, wrong pronunciation, wrong expression. These type fear of making mistakes hamper their fluency, concentration while speaking in English. Two (2) students said that they would be mocked at in class if they made mistakes while speaking. They added that they were very concerned about making no mistakes which created an extra pressure in speaking English. As a result, they did not feel motivated to speak in English and could not make a stress-free conversation in English.
- In response to the question-4, (Appendix-B), all of the participants answered 'Yes' and said that fear of negative evaluation affected oral performance. Two (2) students said that the most annoying thing they faced while speaking in English was fear of negative evaluation. They were very much afraid of being negatively judged by teacher. They thought teacher was noticing their mistakes and they had to be very careful. As a result, their oral performance got affected. One (1) of them voiced that she felt hesitated to speak in English because she thought she would be scolded by teacher if she made any mistake. Two (2) students said that they had the fear of being laughed at by other students while speaking in English. They became afraid of teacher's evaluation and could not give their best in the oral performance.
- In response to the question-5, (Appendix-B), all of the participants shared some possible internal factors that are responsible for speaking anxiety. One (1) student said that he thought other students were better English speaker than him which was the main factor responsible for foreign language speaking anxiety. Two (2) students voiced that limited vocabulary, poor memory, poor pronunciation, lack of preparation could some possible factors responsible for foreign language speaking anxiety. One (1) of the participants said that teacher's strict behavior, unsupportive behavior, negative evaluation could be some possible factors in creating foreign language anxiety. One (1) student added that some teachers were always ready to correct every mistake which created fear of negative evaluation, fear of making mistakes. She said this could one of the prominent factors creating foreign language anxiety.

6. In response to the question-6, (Appendix-B), all of the participants shared some possible external factors that are responsible for speaking anxiety. Three (3) participants said that over crowded classroom, unsupportive classroom environment, lack classroom facilities could be some possible external factors for creating foreign language anxiety. One (1) of the participants pointed that family over expectation could be a major external factor creating foreign language anxiety. Last one (1) participant added that lack opportunity to use English outside classroom could be another possible external factor creating foreign language anxiety.

### **7.3 Findings:**

This research investigated the factors responsible for foreign language speaking anxiety. The findings in terms of central research questions are discussed below:

#### **Findings from students' feedback questionnaire:**

Findings from students' feedback questionnaire indicated that most of the students never feel sure of themselves when they speak in foreign language class. Almost all the students start to panic when they have to speak without preparation. Most of the students get nervous when they do not understand every word language teacher says in foreign language class. Only few students feel confident when they speak in foreign language. These findings indicate that almost all the students have the fear of communicating with others which is a major factor for creating foreign language anxiety. Large number of students claim that they tremble when they know that they are going to be called on in language class. Almost all the students keep thinking that the other students are better at languages than them. Most of the students feel embarrassed to volunteer answers in language class. Almost all the students get upset when they cannot understand what the teacher is correcting. These findings indicate that large number of students have the fear of negative evaluation. Almost all the students worry about the consequences of failing in foreign language class and also have the fear of teacher's frequent correction of every mistake they make. Most of the students claim that the more they study for a language test, the more confused they get. Large number of students think that they have nothing to do with the course. These findings indicate that most of the students face test anxiety in foreign language class. The result shows that almost all the students face communication apprehension, fear of negative evaluation, test anxiety which are the major factors creating foreign language speaking anxiety.

#### **Findings from students' interview:**

From the students' interview session, effects of foreign language are found. They said that anxiousness hampered their concentration while speaking in English in the classroom. They also added that anxiety made them less confidence, stressed, and nervous while speaking in English. Anxiety increases their heartbeat and students cannot find appropriate words to express their thought. Sometimes anxiety makes them blank and they cannot make any eye contact. Students get anxious when they are called upon to speak without preparation in language class. They get anxious because they need some preparation before speaking in English. They cannot find appropriate words or sentences to express their ideas instantly because of anxiousness. Speaking in front of class without any preparation makes the students so embarrassed. Fear of negative evaluation and fear of making mistakes affects students' oral performance. Fear of making mistakes hamper their fluency, concentration while speaking in English because they have to concern about making grammatical mistakes, wrong pronunciation, wrong expression. As a result, they do not feel motivated to speak in English and cannot make a stress-free conversation in English. Fear of negative evaluation creates hesitation among students while speaking in English. Consequently, they become afraid of being negatively judged by teacher. For this reason, they cannot give their best in the oral performance. From the students' interview, some internal and external factors responsible for foreign language speaking anxiety are found. Limited vocabulary, poor memory, poor pronunciation, lack of preparation can be some possible internal factors responsible for foreign language speaking anxiety. Teacher's strict behavior, unsupportive behavior, negative evaluation can also be some possible internal factors in creating foreign language anxiety. Overcrowded classroom, unsupportive classroom environment, lack classroom facilities, family over expectation, lack opportunity to use English outside classroom can be some possible external factors for creating foreign language anxiety. The interview result shows that anxiety has an effect on students' speaking performance and some internal and external factors are responsible for creating foreign language speaking anxiety.

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## **8. Conclusion**

Worldwide expansion of English Language has increased the demand to acquire good communication skills in English (Hashemi, 2011). Language learners of Bangladesh usually become anxious when they have to speak in English. If the learners of Bangladesh cannot successfully communicate with other in English, their effort in learning a foreign language will go in vain. In order to make the students of Bangladesh as efficient speaker in English, it is necessary to determine the factors responsible for foreign language speaking anxiety in Bangladeshi context. Many factors can be responsible for foreign language speaking anxiety. Fear of making communication with others, fear of negative evaluation, fear of making mistakes are prominent factors responsible for foreign language learning. The analysis of instruments showed that most of the students got panic when they had to speak without preparation. They also became nervous when they could not understand every word of teachers in language class. Considering other students as better learner is another reason of becoming anxious in language class. Fear of the consequences of failing in foreign language class, teachers' correction is dominant factor of English language speaking anxiety. Fear of making mistakes, fear of negative evaluation, fear of being laughed at by peers, limited vocabulary, poor memory, lack knowledge of grammatical rules, teachers' unsupportive behavior, overcrowded class are also some prominent factors responsible for foreign language speaking anxiety. This research may arise awareness about anxiety provoking factors and teacher can easily assist their students to achieve expected goal in English language speaking in Bangladesh.

**Student's Feedback Question****Student name(optional):****Name of the institution:****Department:****Date:**

1. I never feel quite sure of myself when I am speaking in my foreign language class

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

2. I start to panic when I have to speak without preparation in language class

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

3. I feel confident when I speak in foreign language class

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

4. I get nervous when I do not understand every word language teacher says

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

5. I tremble when I know that I am going to be called on in language class

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

6. I keep thinking that the other students are better at languages than I am

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

7. It embarrasses me to volunteer answers in my language class

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

8. I get upset when I cannot understand what the teacher is correcting

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

9. I worry about the consequences of failing my foreign language class

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

10. I am afraid that my English teacher is ready to correct every mistake I make

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

11. The more I study for a language test, the more confused I get

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

12. During the language class, I find myself thinking about things that have nothing to do with the course

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

[Adopted from Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz and Cope (1986) and the source: Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132.]

**Open Ended Interview Question for Students**

1. Do you believe that anxiousness hampers your concentration while speaking in English in the classroom? If 'Yes', why? and how?

2. Are you got anxious when you are called upon to speak without any preparation in a language class? If 'Yes', why?

3. Do you think fear of making mistake affect your oral performance? If 'Yes', why?

4. Do you think fear of negative evaluation affect your oral performance? If 'Yes', why?

5. What can be some possible internal factors that are responsible for your speaking anxiety in language classroom?

6. What can be some possible external factors that are responsible for your speaking anxiety in language classroom?

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